DOCUMENT RESUME

ED 350 720 EA 024 429

TITLE America 2000 Communities: Designing a Report Card. America 2000 Issues.
INSTITUTION Department of Education, Washington, DC.
PUB DATE [92]
NOTE 50p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Community Action; *Community Planning; Community Role; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Program Evaluation; School Community Relationship
IDENTIFIERS *America 2000

ABSTRACT

Guidelines for designing a report card to measure community progress toward achieving the six National Education Goals are provided in this document. The purpose of a community report card is to evaluate how well a strategy was implemented and how well the strategy moved the community closer to its goals. The public report card also establishes a baseline that describes the community's status in relation to its desired outcomes, and designates a community definition of each national goal. Ways to gather information for measuring community goals are briefly described. A well-designed report card can advertise the community's commitment to educational innovation, reveal discrepancies between community status and members' perceptions of it, and sustain community effort. The appendix includes individual sections on each national goal, which contain objectives, questions to ask, measures to use, and information resources. (LMI)

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AMERICA 2000

ISSUES

U.S. DEPARTMENT OF EDUCATION

AMERICA 2000 Communities:

Designing a Report Card

"We must challenge not only the methods and the means that we've used in the past, but also the yardsticks that we've used to measure our progress.... It's time we held our schools—and ourselves—accountable for results."

President George Bush
April 18, 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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San Antonio, Rapid City, Memphis, Omaha, Detroit, Lehigh Valley, and more than 1,500 other communities are mobilizing around AMERICA 2000. They're accepting the President's challenge to become AMERICA 2000 Communities by doing four things:

- Adopt the six National Education Goals.
- Develop a community-wide strategy to achieve them.
- Design a report card to measure results.
- Plan for and support a New American School.

After adopting the goals and beginning to develop a strategy for reaching them, communities are starting to think about how they will monitor their progress.

Some have created a separate task force to design their report card, to decide what will go into it and collect that information. Other communities—particularly those that have one task force developing recommendations for each goal—are asking each task force to decide how to measure the community's progress toward that goal.

In either case, developing the report card goes hand-in-hand with developing the strategy. A report card is all about helping the community make sure that its strategy is working.

The Annual Community Report Card

The idea of a community report card isn't all that different from the report card a student brings home from school. A student report card helps a family know how well the child is doing in school. It is a tool for monitoring the child's progress, identifying weaknesses in his or her knowledge or skills, and focusing on areas that need attention.

A community report card can help the community do for itself what a student report card does for families and students. It can show the community how much progress it is making toward its goals.

Issued at least once a year, the community report card can help a community answer two questions.

1. Did we do what we said we would do?

In other words, did people follow through on the steps laid out in the strategy? Used this way, a report card lets a community see how well it implemented its strategy.

2. Did our strategy move us toward our goals?

Once your community knows how well it carried out its strategy during the past year, it is ready to ask another question: Did our strategy, as implemented, move us closer to our goals?

This means looking again at "where we are today" in relation to "where we want to be by the year 2000." But it also means looking at how far the community has come from where it was a year ago.

To do that, communities are thinking carefully about what to measure—how they'll define "progress" toward their goals. They're also thinking about ways that they might measure that progress.

They're looking for existing measures that fit their strategy, measures that will offer useful feedback about conditions that their strategy is designed to change. They're also developing new measures that will help them pinpoint where their strategy, in the years ahead, can be improved.

Selecting an array of "indicators," or measures, is among the most critical decisions that go into the first report card. The measures used in the first report card can serve as a compass, helping the community keep itself on course over the next eight years and beyond.

Making the Report Card Public

The report card should be made available to everyone in the community. Some communities plan to publicize their report cards in a special newspaper supplement, a press conference, and other ways.
Making the annual release highly visible—and making the report card easily available to everyone in the community—can renew the community's commitment, each year, to its goals and strategy, and to doing whatever it takes to reach its goals.

The *First* Report Card

Many communities are planning to issue their first report card at about the same time they begin implementing their strategy.

The first report card is different from report cards in the years ahead. While *future* report cards will let the community look back at how well it implemented its strategy and how well the strategy is working, the *first* report card serves a specific purpose.

The first report card provides, in effect, two snapshots—a snapshot of "where we are today" and "where we want to be" by the year 2000. Viewed together, the two snapshots show how far the community must go during the next eight years to reach its goals.

Where are we now, in relation to where we want to be by the year 2000?

Many communities are now wrestling with this question. They realize that it can help them establish a baseline for their report card—and a starting point for their strategy.

Answering this question can also help the community focus its strategy where its efforts are needed most. One community, while looking at itself in relation to the goals, may discover a major drinking problem among its students. Another may find that too many of its graduates headed for college need remedial courses in writing or mathematics. In either case, answering the "where we are" question helps the community set priorities.

Answering this question also means being clear about exactly where your community wants to be in the year 2000. In other words, it means your community defining each National Education Goal for itself.

How will we define and measure each of our goals?

A community will want to ask, for instance: What does it mean in *our* community for children to be "ready for school"? What do we mean by "competency in challenging subjects"?

The community will also need to decide how it's going to *measure* progress in school readiness, the high school completion rate, student learning, adult literacy, school climate, and any other areas where it has set goals for itself. It's best to use a variety of measures, not just one, for any single goal.

One of the best sources of ideas about some of the measures a community might use is the National Education Goals Panel's "Handbook for Local Goals Reports," reproduced in the pages that follow. It lays out an array of questions and national data that can help your community think about ways of measuring progress toward the six National Education Goals and the 21 objectives tied to those goals.

Deciding how to define and measure each goal involves thinking about a number of issues at once—where your community wants to be by the year 2000, how it hopes to get there, who will do what to help, and what information already exists that can help you measure progress.

What kinds of information already exist that can help measure progress toward your goals?

Task forces in many communities are checking with the local school district, social service agencies, colleges and universities, police, hospitals and other places to find out what information is gathered each year that might be useful as a yardstick for one or more of the community's goals.

Many are finding a wealth of useful information that has already been collected. In California, for instance, each school in the state compiles and reports information on the achievement of its students, dropout rates and attendance, classroom discipline, teacher and staff training, and more. In Kentucky, schools report on college entrance exams, special education enrollments, vocational education enrollments, student retention rates, and other information. Schools in other states report on homework policies, promotion rates, Advanced Placement enrollments and scores, gifted and talented enrollments, college attendance, graduate employment rates, mobility rates, college remedial enrollments, and other indicators.

Virtually every community is finding that, in order to gauge progress toward its goals, it will need information that hasn't been collected.

What information is needed that does not currently exist?

Many communities are discovering that the information needed to measure their progress doesn't exist.
New data collection on a massive scale isn't possible for most communities, so they're thinking about what kinds of new information they absolutely must have in order to know how well their strategy is working.

LEHIGH VALLEY 2000, for instance, wanted to know what knowledge, skills, and other traits employers in this eastern Pennsylvania area are looking for in employees. So its Report Card Task Force surveyed hundreds of companies to find out. In addition, they're planning to survey parents, teachers, students, colleges, and others to look at attitudes about education throughout the community—attitudes that, the Steering Committee believes, may have to change if Lehigh Valley is to reach its goals.

Cave Creek, Arizona (in northern Phoenix and Scottsdale) recently surveyed parents, students, graduates, and other citizens, and many of the results were surprising. For instance, 80 percent of their high school students admit that too many students are not doing homework, and that this is a problem. Cave Creek also learned that, while its teachers "are confident they set high standards for students," [parents are] less sure. And students say they are not being challenged."

A community that is thinking about designing a survey may want to take a look at the Cave Creek report, *Good Schools Aren't Good Enough.* There are also several questionnaires that have been used at the national level that may be helpful. They include questions about TV watching, homework, reading, student absenteeism and tardiness, disruptions at school, how often parents and teachers, as well as parents and children, talk to each other about school work, and more. (Copies of *Good Schools Aren't Good Enough* and survey questions are available from the AMERICA 2000 Community Service Center.)

Conclusion

An annual report on where your community is in relation to its goals is probably one of the most important ingredients for success. And the power of a report card can be used in all sorts of ways to help make the education revolution in your community a success.

A well-designed and well-publicized report card can:

- Advertise the fact that your COMMUNITY 2000 effort is serious and committed to making real changes in education to meet the National Education Goals.

- Reveal the gaps between where education in your community *really* is and where many people *assume* it is. Making it clear that your community isn't where it ought to be can be a big help in shattering complacency and getting people involved.

- Sustain your community's effort by celebrating progress toward the goals at least once a year. An annual report card also reminds everyone that AMERICA 2000 is a long-term crusade.

AMERICA 2000 and the community report card is all about communities taking charge and transforming their schools, and holding everyone accountable for results.

APPENDIX

NATIONAL EDUCATION GOALS PANEL'S

H A N D B O O K F O R

LOCAL GOALS REPORTS

BUILDING A COMMUNITY OF LEARNERS

Goal One
Readiness for School

"By the year 2000, all children in America will start school ready to learn."

Objectives

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Questions to Ask

- Kindergarten Year Measures of Readiness For School

To what degree are the children entering school ready to learn?

- Pre-Kindergarten Measures of Readiness For School

What are the early indicators that young children will enter school ready to learn?

Early Childhood Health and Nutrition

How many low-birthweight babies are born each year?

How many mothers receive adequate prenatal care?

How many children have access to regular health care and receive proper nutrition?

Preschool Participation and Quality

How many at-risk children participate in preschool programs?

How many existing preschool programs are high quality?

Parental Activities with Preschoolers

How many parents spend time regularly with their preschool children on activities which will help their children learn and grow?

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Measures to Use

■ Kindergarten Year Measures of Readiness For School

To what degree are the children entering school ready to learn?

Data Reported by the National Education Goals Panel
In 1992, the Goals Panel launched an exciting new line of work for those concerned with the welfare of young children. It called for the creation of an Early Childhood Assessment System. The system will not use a simple "ready/not ready" distinction but instead will use five dimensions to assess young children's well-being. These are: (1) physical well-being; (2) social and emotional development; (3) language usage; (4) approaches to learning; and (5) cognitive development and general knowledge. Recommending such an assessment was an historic step to promote consensus among the differing schools of thought about measuring readiness that currently exists.

The Panel called for the Early Childhood Assessment System to collect information through parent reports, teacher reports, a child profile, and a portfolio of Kindergarten students' work collected at more than one point in time during Kindergarten. Currently, work is under way to develop this system. Ultimately, additional information may be collected from parents and health professionals about children's past experiences and welfare at school entry.

Suggestions for Local Goals Report Data
All local school districts have policies regarding school entry. Almost all districts specify a cutoff month and year that determine the age at which children begin Kindergarten. Some, in addition, have created specific assessment methods that are used to help decide when an individual child should start school, or what kind of Kindergarten program is appropriate. These policies vary widely because different communities and schools, parents, and professionals hold extremely different views regarding school readiness. Currently, the variety in these beliefs and approaches has made it difficult to define and measure "readiness" consistently across the nation or within a community.

As the work of the Goals Panel and others yields better ways to define and assess what Kindergarten students know and are able to do, their efforts should prove useful in local efforts to gauge children's needs and strengths and schools' abilities to serve them.

The Goals Panel suggests that local communities align their efforts with the principles upon which the Early Childhood Assessment System will be built: that readiness is defined as having the five dimensions mentioned above; that data be collected from more than one source (including parents, teachers, a trained early childhood professional, and the children themselves); that information be collected at more than one point in time; and that local assessments avoid categorizing children as simply "ready" or "not ready" and instead be oriented to gaining multidimensional information that allows the best possible match between students and school programs.

The Goals Panel is particularly eager that this information contribute to local efforts to provide better and more appropriate services for children, and avoid the common unintended side effect of labeling and tracking any individual young child.

■ Pre-Kindergarten Measures of Readiness For School

What are the early indicators that young children will enter school ready to learn?

Data Reported by the National Education Goals Panel
In its 1991 *Goals Report*, the Goals Panel reported information on young children's health and nutrition, preschool participation, and parental activities with preschoolers, as direct measures of the Goals' objectives. Such information is typically reported at the state, as well as the local level, allowing your community to chart its progress using the same indicators as those of the National Education Goals Panel.

In addition to these indicators which are described in the following pages, the National Governors' Association may be contacted to request a set of benchmarks or social indicators developed in 1992 for Governors to use to report state progress toward Goal 1.

Early Childhood Health and Nutrition

How many low-birthweight babies are born each year?

How many mothers receive adequate prenatal care?

How many children have access to regular health care and receive proper nutrition?

Data Reported by the National Education Goals Panel
The measures that the Panel used to assess the nation's and states' progress in the area of early childhood health were: (1) Birthweight, (2) Prenatal Care, (3) Health Care, and (4) Nutrition.

Birthweight
Using the World Health Organization's international standards for "low-birthweight" (below 5.5 pounds) and "very low-birthweight" (below 3.3 pounds), the

Goals Panel reported national and state 1988 data in three separate categories: above 5.5 pounds, between 5.5 and 3.3 pounds, and below 3.3 pounds. The data was compiled by the National Center for Health Statistics.

Prenatal Care

Using national and state 1988 data again from the National Center for Health Statistics, the Goals Panel reported the percentage of mothers who received prenatal care before the third trimester, those who only received care during the third trimester, and those who never received care.

Health Care

The Goals Panel used the 1988 survey from the National Center for Health Statistics reporting the percentage of 1- to 4-year-olds who visited a doctor during the last 12 months for a routine checkup or immunization.

Child Nutrition

The 1986 *Nationwide Food Consumption Survey* of the U.S. Department of Agriculture provided the data the Goals Panel used to measure the quality of nutrition that our nation's young people are receiving. Findings included the percentage of America's 1- to 5-year-olds who received the Recommended Dietary Allowance of Protein, Vitamin C, Vitamin A, Calcium, and Iron.

Suggestions for Local Goals Report Data

• Collect data to address these and related health care and nutritional questions at the local level, by contacting your local and/or state public health department. Another potential source is a local university currently studying health issues.

Preschool Participation and Quality

How many at-risk children participate in preschool programs?

How many existing preschool programs are high quality?

Data Reported by the National Education Goals Panel

Preschool Participation

Taking data from the National Center for Education Statistics' (NCES) 1991 *National Household Education Survey*, the Goals Panel was able to report the percentage of American children aged 3 to 5 going to a nursery school, prekindergarten, or Head Start program.

Preschool Quality

For measuring preschool quality, the Goals Panel chose data from a survey conducted by the U.S. Department of Education. Information included standards defined by the National Association for the Education of Young Children on such issues as: staff training, standards for group size, and standards for child/staff ratios.

Suggestions for Local Goals Report Data

• Discuss with your local school district(s) the possibility of conducting a survey of parents as they enter their children for school with questions regarding their child's participation in preschool and the quality of that program.

• Contact your state human services department and your state department of education's early childhood department for possible information regarding the quality of preschools from licensing requirements in your state.

• Collect ratings for the quality of your local preschools which may be available using the guidelines from the National Association for the Education of Young Children's standards.

• Develop a survey for preschools in your area with questions such as:

— What percentage of teachers/caregivers have any child-related training? teacher training? Child Development Associate (CDA) credentials?

— Does the preschool meet the National Association for the Education of Young Children's (NAEYC) standard for group size for children aged 3? aged 4? aged 5?

— Does the preschool meet the NAEYC standard for the child/staff ratio for children aged 3? aged 4? aged 5?

Parental Activities With Preschoolers

How much time do family members regularly spend with their preschool children on activities which will help their children learn and grow?

Data Reported by the National Education Goals Panel

Using data from the 1991 *National Household Education Survey*, the Goals Report measured the amount of literacy, arts, and "outing" activities that 3- to 5-year-olds shared with their parents. Questions included such issues as: whether parents had recently read to their children; taught them songs or crafts; or taken their children to a library or museum.

Suggestions for Local Goals Report Data

• Develop your own community survey using information like that reported in the Goals Report for measuring parent-child activities using the questions below as a framework. Because you must survey a representative sample of parents in your community in order for the survey to be valid and reliable, contact experts in survey design (local or state departments of education, higher education

institutions, etc.) for guidance in the survey's development and dissemination process. Sponsorship of such a survey could be provided by your local district(s), PTA chapters, or area businesses.

Sample Questions:

— In the past week, have you or someone in your family done the following with your child (children):

Read to him/her?
Told a story?

— In the past week, have you or someone in your family done the following with your child (children):

Taught songs or music?
Did arts and crafts?

— In the past month, have you or someone in your family done the following with your child (children):

Visited a library?
Visited an art gallery, museum, or historical site?

For More Information

Early Childhood Assessment System
National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036

Source: Goal 1 Subgroup Report on School Readiness, 1991

Indicators for Goal 1
National Governors' Association
Hall of States
444 N. Capitol Street, NW
Suite 250
Washington, DC 20001

Birthweight
National Center for Health Statistics
6525 Belcrest Road
Room 840
Hyattsville, MD 20782

Source: Vital Statistics of the United States, 1988

Prenatal Care
National Center for Health Statistics
6525 Belcrest Road
Room 840
Hyattsville, MD 20782

Source: Vital Statistics of the United States, 1988

Health Care
National Center for Health Statistics
6525 Belcrest Road
Room 860
Hyattsville, MD 20782

Source: Advanced Data from Vital and Health Statistics, 1988

Child Nutrition
Human Nutrition Information Service
6505 Belcrest Road
Room 367
Hyattsville, MD 20782

Source: Nationwide Food Consumption Survey, 1986

Preschool Participation
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: National Household Education Survey, 1991

Preschool Quality
U.S. Department of Education
400 Maryland Ave., SW
Room 3127
Washington, DC 20202

Source: Profile of Child Care Settings Study, Early Education and Care in 1990

Parental Activities with Preschoolers
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: National Household Education Survey, 1991

Goal Two
High School Completion

"By the year 2000, the high school graduation rate will increase to at least 90 percent."

Objectives

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.

- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Questions to Ask

- School Completers

What is the current high school graduation rate?

Once a person drops out, how likely is he or she to complete the requirements for a high school diploma or its equivalent?

- School Dropouts

What is the dropout rate?

How has the dropout rate changed over time?

In particular, has the gap in rates narrowed for minority students and their non-minority counterparts?

What factors appear to increase the likelihood of dropping out?

Measures to Use

■ School Completers

What is the current high school graduation rate?

Once a person drops out, how likely is he or she to complete the requirements for a high school diploma or its equivalent?

Data Reported by the National Education Goals Panel

The *Goals Report* contained 1990 data from the Census Bureau's *Current Population Survey* on high school completion rates in the United States. Information included in the report was the percent of 19- to 20-year-olds as well as 23- to 24-year-olds who received a high school credential. High school completion status on a number of race/ethnic groups was reported. The report also included data from the National Center for Education Statistics' *High School and Beyond Survey*, indicating the percent of 1980 sophomores who dropped out but then returned and completed high school within the following six years.

Current state data on high school completers and dropouts are not comparable from one state to another because common definitions have not been used. This year, the Goals Panel has supported ongoing efforts to establish common definitions throughout the country and promote the development of comprehensive student record systems so that reliable state data are available in future Goals Reports.

Suggestions for Local Goals Report Data

• Propose to your district(s) that it produce a completion statistic using consistent definitions of student completion in these following four categories*: (1) regular diploma recipients; (2) other diploma recipients; (3) other completers; and (4) high school equivalency recipients.

(1) Regular Diploma Recipients

Count of graduates who receive a regular high school diploma upon completion of the performance requirements in a traditional high school program during the previous school year and subsequent summer school. Included in this category are those students completing secondary programs in magnet or gifted programs (which may be called "alternative programs"). Do not include in this category persons in non-traditional programs, completers who receive a diploma after passing the General Educational Development Test or persons completing Special Education programs that do not have the same requirements as regular high school education programs.

(2) Other Diploma Recipients

Count of graduates who receive a high school diploma upon completion of the performance requirements of the state through a non-traditional or alternative school program. Examples of these types of programs are Adult High School Diploma Programs, External High School Diploma Programs and Home Study Programs. Include in this category only persons age 19 or younger. Do not include in this category completers who receive a diploma after passing the GED Test or persons completing Special Education programs that do not have the same requirements as regular high school education programs.

(3) Other Completers

Count of persons receiving an exiting credential certifying high school attendance or completion of a schooling program without having completed all requirements for a regular high school diploma. Include in this category persons completing Special Education programs that do not have the same requirements as regular high school education programs, even if the credential they receive is called a diploma. Do not include in this category completers who receive a diploma after passing the GED Test.

(4) High School Equivalency Recipients

Count of persons age 19 or younger who receive a high school diploma or certificate upon completion of the GED testing requirements and any other state requirements for high school equivalency. All GED Test passers who receive credentials should be included in this category.

*These four categories are recommended by the Council of Chief State School Officers and the National Center for Education Statistics.

• Contact your local district(s) about the existence of a local student tracking system that can determine the percentage of an incoming class that goes on to complete high school (using the four categories previously described) within a specified time period (for instance, four years). If they do not have such a tracking system, a completion rate can be estimated using the following procedure:

Compute Your Community's Completion Statistic Using This Procedure:

Count the number of students completing high school in the past year (using the four completion categories if possible) and the number of first-time ninth graders four years earlier. The number of first-time ninth graders would be your denominator and the number of twelfth graders (four years later) would be your numerator. This statistic will be fairly accurate if your system has relatively few transfers into and out of the system.

• Contact the U.S. Census Bureau to examine 1990 Census Data; specifically, data on the percent of

adults who have received a high school diploma or further education.

■ School Dropouts

What is the dropout rate?

How has the dropout rate changed over time?

In particular, has the gap in rates narrowed for minority students and their non-minority counterparts?

What factors appear to increase the likelihood of dropping out?

Data Reported by the National Education Goals Panel

From the Census Bureau's *Current Population Survey*, the Goals Panel reported the dropout rates of young adults aged 16-24. Dropout rates on all race/ethnic groups were reported. The Panel also chose data from the National Center for Education Statistics' *High School and Beyond Survey* and reported some of the characteristics which appear to increase the likelihood that students will drop out, such as limited English proficiency, low socioeconomic status, and the absence of parents from the home.

Suggestions for Local Goals Report Data

• Contact your local district(s) about dropout statistics that you can use in your local report.

• Propose that your local district(s) compute their own dropout statistic using the procedure on the next page and using the following definition developed by the National Center for Education Statistics:

A dropout is an individual who:

(1) was enrolled in school at some time during the previous school year;

(2) was not enrolled at the beginning of the current school year;

(3) has not graduated from high school or completed a state- or district-approved educational program; and

(4) does not meet any of the following exclusionary conditions:

a—transfer to another public school district, private school, or state, or district-approved education program;

b—temporary absence due to suspension or school-approved illness; or

c—death.

Compute Your Community's Dropout Rate With This Definition Using This Procedure:

It is suggested that the dropout rate be computed for the ninth, tenth, eleventh, and twelfth grades. Count the number of ninth graders enrolled on or about October 1, 1991. Follow these students until the end of September of 1992, and count the enrollment again. Use your enrollment figures for 1991 as the denominator and the September figure as the numerator. Calculate a dropout rate for that class. Do this for the other three grades. For twelfth grade, count those who did not graduate in spring or summer or those who did not return to school in the fall of 1992. Average the four single year dropout rates. When all four single-year rates have been averaged, that is your dropout rate for the 1991-92 school year.

For More Information

School Completers and Dropouts
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: Current Population Survey, 1990; High School and Beyond Survey, 1989

Council of Chief State School Officers
State Education Assessment Center
One Massachusetts Ave., NW
Suite 700
Washington, DC 20001-1431

Comprehensive Student Record Systems
National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036

Source: Current Status and Future Trends Toward Comprehensive Student Record Systems, 1992

Goal Three

Student Achievement and Citizenship

"By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."

Objectives

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Questions to Ask

- Academic Performance

What percentage of students in grades 4, 8, and 12 have demonstrated competency in English, mathematics, science, history, and geography?

How does the percentage of minority students who are competent in the five content areas compare to all students in grades 4, 8, and 12?

What percentage of students are competent in more than one language?

What percentage of students are knowledgeable about the world's diverse cultural heritage?

- Enrollment in Challenging Subject Matter

What percentage of high school students enroll in and master challenging courses in English, mathematics, science, history, geography, foreign language, and fine arts?

- Citizenship

To what degree are students prepared for responsible citizenship?

Measures to Use

■ Academic Performance

What percentage of students in grades 4, 8, and 12 have demonstrated competency in English, mathematics, science, history, and geography?

How does the percentage of minority students who are competent in the five content areas compare to all students in grades 4, 8, and 12?

What percentage of students are competent in more than one language?

What percentage of students are knowledgeable about the world's diverse cultural heritage?

Data Reported by the National Education Goals Panel
It is important to keep in mind when reporting student achievement that one of the characteristics of a Goals Report is to measure against world-class standards of achievement. Though numerous data are available involving the testing of students, no national assessment had been given that measured student performance in terms of what they are expected to know and be able to do at different grade levels. The National Assessment of Educational Progress (NAEP) developed such indicators for its national mathematics assessment for the first time last year (1991).

NAEP is an assessment of the educational achievement of American students and their changes in achievement across time. NAEP assesses only samples of students at particular grade levels in particular subject areas. NAEP has only recently begun offering states the option of participating in state-level assessments. The Panel chose to report these new data measuring student performance against high expectations in its 1991 Report.

The National Assessment Governing Board (NAEP's governing structure) defined three levels of student proficiency on the NAEP mathematics test:

• Basic (partial mastery of fundamental knowledge and skills);

• Proficient (solid grade-level performance that demonstrates competency in challenging subject matter); and

• Advanced (superior performance).

The data reported in the 1991 *Goals Report* for mathematics were estimates of the percentages of 4th, 8th, and 12th grade students who demonstrated competency in mathematics at each of those levels. (Levels were based on scores by students.) The Panel considered only those students scoring "Proficient and Above" as competent, since this level best reflected the concept of "demonstrated competency in challenging subject matter" outlined in the Goal. Performance data were reported for all students and a number of race/ethnic groups.

Recent NAEP scores in reading, writing, science and geography are also reported in the 1991 *Goals Report*; but, unlike mathematics, these scores describe student achievement trends over time, making no judgements about what students should know or be able to do.

Suggestions for Local Goals Report Data
There is an abundance of data available on each district that all students in your community take every year, such as: various state-mandated basic skills tests, remedial tests, exit exams, etc.

However, one of the characteristics of the Goals Report that the Panel urges all local communities to follow in developing their own reports is to measure students' achievement using high-performance standards. Such tests rarely employ such criteria. In fact, using data from the kinds of tests mentioned above could actually lead the community to think that students are making progress in meeting high-performance standards when they are not.

• Contact your student testing and assessment staffs at your local and state education agencies and ask whether there are tests in any of the pertinent subject areas that measure student achievement against high standards of performance.

• Ask those officials what their long-term plans are to develop assessments that measure performance against such standards.

■ Enrollment in Challenging Subject Matter

What percentage of high school students enroll in and master challenging courses in English, mathematics, science, history, geography, foreign language, and fine arts?

Data Reported by the National Education Goals Panel
The data used by the Panel to estimate student enrollment in challenging subject matter courses were: (1) Advanced Placement examinations and (2) High School Course Completion.

Advanced Placement Exams
Using 1990 data from the College Board, the Panel reported the number of 11th and 12th graders per 1,000 who took Advanced Placement examinations in the areas of: English, mathematics, science, history, foreign languages, and fine arts.

The Advanced Placement (AP) program, sponsored by the College

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Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in various subject areas. AP examinations, which are given in May, are graded on a five-point scale (5 being extremely well qualified to 1 being no recommendation). Scores of three and above are generally accepted for college credit.

The Panel reported the number of students who scored a three or above in the subject areas previously described.

High School Course Completion

The Panel used data from the 1982 and 1987 National Center for Education Statistics' *High School Transcript Survey*. The Panel asked what percentage of high school graduates had completed various courses and sequences of courses throughout their high school years in the core subjects of English, mathematics, science, history and geography, as well as foreign language and fine arts.

Suggestions for Local Goals Report Data

• Survey the number of students and the percentage of the entire grade level who have been exposed to and completed courses in challenging subject matter, with the assistance of your local school district(s), by counting the number of high school students who take the Advanced Placement exams, as well as those who score a three or above.

For Your Information:

The Goals Panel classified AP exams under the following subject headings:

• Advanced Placement exams in English included the combination of Language & Composition and Literature & Composition.

• Advanced Placement exams in Mathematics included the combination of Calculus AB and Calculus BC.

• Advanced Placement exams in Science included the combination of Biology, Chemistry, and Physics B.

• Advanced Placement exams in History included the combination of U.S. History and European History.

• Advanced Placement exams in Foreign Language included the combination of French Language, French Literature, Spanish Language, Spanish Literature, and German.

• Advanced Placement exams in the Fine Arts included the combination of Art History, Studio Art (Drawing and General), Music Listening & Literature, and Music Theory.

• Survey, with the assistance of your local school district(s), the percentage of your high school graduates who complete the following courses:

- Four years of English
- Algebra I, Algebra II, and Geometry
- Calculus
- Biology, Chemistry, Physics
- U.S. History and World History
- Geography
- Foreign Languages
- Visual and Performing Arts.

■ Citizenship

To what degree are students prepared for responsible citizenship?

Data Reported by the National Education Goals Panel

The Panel used (1) Voter Registration and (2) Knowledge of Civics to assess whether the nation's students are prepared for responsible citizenship.

Voter Registration

The Panel used data from the Census Bureau's *Current Population Survey* to estimate the number of U.S. citizens aged 18-20 who are registered to vote.

Knowledge of Civics

Using 1988 data from the National Assessment for Educational Progress (NAEP) *Civics Achievement Test*, the Panel estimated the civics proficiency of students in grades 4, 8, and 12.

Suggestions for Local Goals Report Data

• Conduct a survey through your local school district(s) of 18-year-old high school students in your community to see whether they are registered to vote.

• Contact your local election board office and check to see whether there is a statistic on the number or percentage of 18-year-olds in your community who are registered to vote.

• Contact your local and state education agencies and inquire as to whether or not there is a civics test that measures student achievement against high standards of performance. If not, are there plans for development of such an assessment?

Although the Goals Panel was not able to report a national indicator of what local districts are accomplishing in the area of civic education and community service, there are possibilities for measuring the learning opportunities that local communities provide for their students in the area of citizenship, such as:

— Surveying local businesses, schools, and civic organizations to determine the percentage offering opportunities for community ser-

vice and the extent of participation in such activities;

— Surveying your school district(s) to determine the degree to which civic education is provided in the curriculum;

— Surveying your school district to determine whether community service credits are offered and/or required and the number of students taking advantage of them.

For More Information

High School Completion
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: High School Transcript Study, 1982 and 1987

Mathematics Standards Used in 1991 Goals Report
National Assessment Governing Board
1100 L Street, NW
Suite 7322
Washington, DC 20005-4013

Advanced Placement Exams
College Board
1717 Massachusetts Ave., NW
Suite 404
Washington, DC 20036

National Assessment for Educational Progress (NAEP)
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: Civics Achievement Test, 1988

Voter Registration
U.S. Department of Commerce
Bureau of the Census
Room 2343, Population Division
Washington, DC 20233

Source: Current Population Survey, 1988

National Education Standards
National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036

Goal Four
Science and Mathematics

"By the year 2000, U.S. students will be first in the world in science and mathematics achievement."

Objectives

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of U.S. undergraduates and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Questions to Ask

- International Assessment

How do U.S. students compare on international assessments of science and mathematics achievement?

- Instructional Practices

How many science and mathematics teachers use effective instructional practices in their classrooms on a regular basis?

- Teacher Preparation

How many science and mathematics teachers hold degrees in the subject area which they are assigned to teach?

- Degrees Awarded

How many undergraduate and graduate degrees which are awarded by U.S. colleges and universities are in science and mathematics?

In particular, how many are earned by women and minorities?

Measures to Use

■ International Assessment

How do U.S. students compare on international assessments of science and mathematics achievement?

Data Reported by the National Education Goals Panel
To compare the nation's progress in science and mathematics achievement against foreign countries, the Panel reported results from two international surveys conducted in the 1980s. These surveys were administered by the International Assessment of Educational Progress (IAEP) and the International Association for the Evaluation of Educational Achievement (IEA).

The countries that participated in the IAEP Survey were: Ireland, Korea, Spain, United Kingdom, and the United States. In the 1988 assessment, American 13-year-olds had the second lowest scores in science. American students scored lowest among 13-year-olds on the 1988 IAEP international mathematics test.

National scores were available from the IEA Survey for the following countries: Japan, Netherlands, England and Wales, France, Hong Kong, Scotland, Finland, New Zealand, Sweden, Thailand, Luxembourg, Swaziland, Israel, and Nigeria. The results showed that during the 1980s, American 13-year-olds were outperformed by students in Japan and the Netherlands in all areas tested on this international mathematics assessment.

Suggestions for Local Goals Report Data
At the present time, there are no tests which could provide a community with a score that can be compared with international achievement levels. However, in the future, the Panel would like to see international tests which could be directly linked to a local community's assessment in the areas of science and mathematics.

■ Instructional Practices

How many science and mathematics teachers use effective instructional practices in their classrooms on a regular basis?

Data Reported by the National Education Goals Panel
To measure the nation's effective instructional practices, the Panel chose to use data from the *National Survey of Science and Mathematics Education* (NSSME) and a report from the National Assessment of Educational Progress (NAEP). Information from the reports included such practices as: instructional time devoted to science and mathematics; types of activities used in the classroom; availability of scientific equipment, including calculators and computers; and emphasis on various mathematics skills.

Suggestions for Local Goals Report Data
• Develop a teacher survey, with assistance from your local school district(s), local and state education agencies, and local teacher representatives, using the following questions (modeled after national data in the 1991 *Goals Report*) as a guide.

Sample Questions:
— How much time do you spend providing instruction in science to a typical class during a typical week?

— What is the average amount of instructional time devoted to science?

— How often do you use hands-on activities in your science lessons?

— How many science classrooms have scientific equipment?

— How much emphasis do you give to: Algebra and Functions; Developing reasoning and analytical skills; Learning how to communicate math ideas?
(Choices Given on National Survey:
– Heavy
– Moderate
– Little or No)

— About how often do students in your class(es) use calculators?
(Choices Given on National Survey:
– At least several times a week
– Weekly or less
– Never)

— How accessible are computers for student use?
(Choices Given on National Survey:
– Available in classroom
– Difficult to access
– Not available)

— About how often do students in your class(es) do the following types of activities for mathematics class?
(Choices Given on National Survey:
– Work in small groups
– Work with rulers, counting blocks, or geometric shapes
– Write reports or do math projects)

■ Teacher Preparation

How many science and mathematics teachers hold degrees in the subject area which they are assigned to teach?

Data Reported by the National Education Goals Panel
To measure how well teachers in the nation are prepared to teach mathematics and science, the Panel used data from the National Center for Education Statistics' *Schools and Staffing Survey*. Included in the Report were data on the percentage of high school science and mathematics teachers who have a degree in the field in which they teach.

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For purposes of the Goals Report, the Panel defined degree as an academic major. It did not include minors or second majors in science or mathematics, or majors in science or mathematics education.

Suggestions for Local Goals Report Data

• Contact your local school district(s) and/or education agency for a count of teachers who have degrees in science, science education, mathematics, or mathematics education and for a count of the number of teachers who are teaching classes in those specific subject areas. The numbers could be checked every year to monitor progress in this area.

• Survey colleges, universities, and schools of education in your area to estimate the number of education majors, teacher trainees, etc., who have mathematics or science backgrounds and who intend to become classroom teachers. This will provide an estimate of the future pool of instructors in these specific subject areas.

▪ Degrees Awarded

How many undergraduate and graduate science and mathematics degrees are awarded by U.S. colleges and universities? In particular, how many are earned by women and minorities?

Data Reported by the National Education Goals Panel

To estimate the number of degrees awarded in science and mathematics, the Panel chose to use data from the NCES *Integrated Postsecondary Education Data System*. Data included in the report were the number of science and math degrees earned by men, women, and different race/ethnic groups.

For purposes of the Goals Report, the Panel reported undergraduate degrees separately, graduate degrees separately, and undergraduate and graduate degrees combined. A science degree was defined as a degree in: agriculture and natural resources; computer and information sciences; engineering; health professions; life sciences; psychology and social sciences.

Suggestions for Local Goals Report Data

• Contact your local school district(s) and the admission staff at higher education institutions in your area and ask how many students from your community are pursuing degrees in mathematics and science.

For More Information

International Assessment of Educational Progress
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

International Association for the Evaluation of Educational Achievement
MPR, Berkeley
1995 University Ave.
Suite 225
Berkeley, CA 94704

Science Instructional Practices
National Center for Improving Science Education
1920 L Street, NW
Suite 202
Washington, DC 20036

Source: National Survey of Science and Mathematics Education, 1986

National Assessment of Educational Progress (NAEP)
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: Science Report Card, 1986

Mathematics Instructional Practices
National Assessment of Educational Progress
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: NAEP 1990 Mathematics Achievement Test

Teacher Preparation
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: Schools and Staffing Survey, 1988

Degrees Awarded
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: Integrated Postsecondary Education Data System, 1989

Goal Five

Adult Literacy and Lifelong Learning

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Objectives

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Questions to Ask

- Adult Literacy

How many adults are literate?

How do literacy rates vary among race/ethnic groups and among adults who have completed different levels of education?

- Adult Education

How many adults enroll in adult education courses?

How many adults believe that they were unable to take, or did not have employer support for, the kind of adult education courses which would effectively meet their needs?

How involved are businesses in strengthening the education and skills of their workforce?

- College Enrollment, Completion, and Preparation

What proportion of students who enter college complete at least two years?

What proportion of students complete their degree programs?

In particular, how do the rates of college completion compare for minority and non-minority students?

How prepared are college graduates to become productive citizens as they enter the community and workforce?

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Measures to Use

■ Adult Literacy

How many adults are literate?

How do literacy rates vary among race/ethnic groups and among adults who have completed different amounts of education?

Data Reported by the National Education Goals Panel
Using the 1985 *Young Adult Literacy Survey*, the Goals Panel was able to report the percentage of young adults aged 21- to 25-years-old who scored above certain literacy proficiency levels. Literacy tasks that were measured included reading and using information in texts such as newspapers and pamphlets; locating information in materials such as charts and maps; and performing arithmetic problems using numbers printed in materials found in everyday situations.

The 1985 *Young Adult Literacy Survey* defined "young adults" as those 21 to 25 years old during 1985.

Suggestions for Local Goals Report Data
• Contact your local literacy councils, and/or your local or state department of education's adult education division for information on possible literacy rates in your area.

• Survey local literacy councils, local school districts, local higher education institutions, local mayors' offices (especially for larger cities), and local public libraries for information on types of local literacy programs available in your community and the amount of participation in them.

■ Adult Education

How many adults are enrolled in adult education courses?

How many adults believe that they were unable to take, or did not have employer support for, the kind of adult education courses which would effectively meet their needs?

How involved are businesses in strengthening the education and skills of their workforce?

Data Reported by the National Education Goals Panel
To assess the participation in adult education, the Goals Panel used the 1991 *National Household Education Survey*. In the survey, "adults" were defined as all those 17 years or older who were not participating in full-time educational programs.

Data reported included the percentage of adults involved in continuing education courses over the last year; their reason for taking the course(s); the type of business/organization providing the instruction; the kind of support received; and issues that kept adults from participating in additional education courses.

Sample Questions from this Survey Include:
— Have you been involved in continuing education courses or non-credit courses during the last 12 months? (This does not count full-time students or part-time courses taken for credit toward a degree.)

— What was your main reason for taking the adult education course(s)?
(Choices given were:
- *To train for a current job*
- *Personal, family, or social reasons*
- *To meet degree/diploma/certificate requirements*
- *To train for a new job*
- *To improve basic reading, writing, and math skills)*

— What type of organization provided the instruction for the adult education course(s)?
(Choices given were:
- *A business or industry*
- *4-year college or university*
- *Labor/Professional organization*
- *Government agency*
- *Vocational/Trade/Business/Hospital/Flight School*
- *Library*
- *Other)*

— Have any of the following barriers kept you from participating in additional adult education courses?
(Choices given were:
- *Work schedule*
- *Class cost*
- *Class time*
- *Class location*
- *Lack of child care*
- *Lack of information*
- *Class of interest not offered*
- *Other)*

— What type of support did you receive for the adult education course, if any?
(Choices given were:
- *Course was given at place of work*
- *Employer paid some portion*
- *Employer provided course*
- *Employer provided time off*
- *Other)*

Suggestions for Local Goals Report Data
• Develop your own community survey using the questions previously described as a framework. Involve the business community's support, and guidance from officials of your local/state department of education and literacy councils in both its development and dissemination process.

• Contact the U.S. Census Bureau to examine 1990 Census data, specifically, data on the percentage of adults who have received a high school diploma or beyond.

• Contact your local school district(s) to inquire whether community adult education courses are being offered by the district and, if so, the amount of participation.

• Contact your local Chamber of Commerce chapters and other service organizations for information and possible data on the extent of local business involvement in education and for ways to report the extent of this kind of activity in the community.

■ College Enrollment, Completion, and Preparation

What proportion of students who enter college complete at least two years?

What proportion of students complete their degree programs?

In particular, how do the rates of college completion compare for minority and non-minority students?

How prepared are college graduates to become productive citizens as they enter the community and workforce?

Data Reported by the National Education Goals Panel
From the Bureau of the Census *Current Population Survey*, the Goals Panel was able to report the percentage of individuals enrolled in college in the October following their high school graduation and the percentage of high school graduates aged 25-29 who completed 2 or 4 years of college.

The Panel was not able to answer the question of how well college graduates are prepared for the workforce because there is presently no national collegiate assessment system. However, the Panel is committed to pursuing the idea of a national collegiate assessment system to measure the proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems.

Suggestions for Local Goals Report Data
• Contact higher education institutions in your area to see if they collect data on entrants and completers from your community.

• Contact your local school district(s) for possible information on recent high school graduates who have enrolled in college following graduation.

• Contact a local higher education institution for information on an assessment system that measures the knowledge its students have acquired while enrolled. Contact your local college officers and your state higher education agency to see if such a system exists or is being planned.

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For More Information

Adult Literacy
Educational Testing Service
Division of Cognitive and Instructional Science
Princeton, NJ 08541

Source: Young Adult Literacy Survey, 1985

Adult Education
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: National Household Education Survey, 1991

U.S. Department of Commerce
Bureau of the Census
Washington, DC 20233

Source: 1990 Census Data

U.S. Department of Labor
Employment Training Administration
200 Constitution Ave., NW
Washington, DC 20210

Business Involvement in Education
U.S. Chamber of Commerce
Center for Workforce Preparation and Quality Education
1615 H Street, NW
Washington, DC 20006

The Business Roundtable
1615 L Street, NW
Washington, DC 20036

National Alliance of Business
1201 New York Ave., NW
Washington, DC 20005

College Enrollment, Completion, and Preparation
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: Current Population Survey, 1990

Goal Six

Safe, Disciplined, and Drug-Free Schools

"By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Questions to Ask

- At School Drug Use

How accessible are drugs in schools and how common is at-school drug use?

Have schools adopted and properly implemented policies on drug use, possession, and distribution?

- Victimization and Vandalism

How safe are schools, as measured by incidence of victimization of students and teachers and vandalism of personal and school property?

How involved are parents, businesses, and communities in ensuring that schools offer a safe learning environment?

- Student Drug Use

How common is drug use among students when they are not on school grounds?

Have schools developed a comprehensive drug education program?

How involved are communities with that effort?

- Discipline in Schools

How orderly are schools, as measured by the existence and enforcement of school policies on discipline, truancy, and tardiness?

Measures to Use

■ At-School Drug Use

How accessible are drugs in schools and how common is at-school drug use?

Have schools adopted and properly implemented policies on drug use, possession, and distribution?

Data Reported by the National Education Goals Panel
Using data from both the Bureau of Justice Statistics'1989 *National Crime Survey's School Crime Supplement* and the University of Michigan's 1990 *Monitoring the Future Survey*, the Panel was able to report on the incidence of student drug and alcohol use in schools and its accessibility at schools.

Sample Questions:
— To what degree are you able to obtain the following drugs at your school: (a) alcohol; (b) marijuana; (c) cocaine; (d) crack; (e) uppers/downers; (f) other drugs?
(Choices given were:
- *Easy*
- *Hard*
- *Impossible*
- *Don't know*
- *Don't know drug)*

— On how many occasions (if any) have you had alcohol to drink during the last 12 months?
(Choices given were:
- *0 occasions*
- *1 or more occasions)*

— (When applicable) When you used alcohol during the last 12 months, how often did you use it at school?
(Choices given were:
- *Not at all*
- *A few of the times*
- *Some of the times*
- *Most of the times*
- *Every time)*

The same questions were asked about marijuana and cocaine use.

Suggestions for Local Goals Report Data
• Develop a survey for students in your community with the assistance of your local school district(s) to monitor your community's progress in this area, using those sample questions as a guide.

• Contact your local school district(s), state department of education, and local/state alcohol & drug abuse agencies and inquire whether any data of this kind is available on your community. Many states and communities have participated in similar drug surveys.

• The Goals Panel did not report whether schools have adopted policies on drug use, possession, and distribution, because no nationally representative data are currently collected in these areas. However, your community's goals report could list the policies and information about their implementation in your local district(s).

■ Victimization and Vandalism

How safe are schools, as measured by incidence of victimization of students and teachers and vandalism of personal and school property?

How involved are parents, businesses, and communities in ensuring that schools offer a safe learning environment?

Data Reported by the National Education Goals Panel
To measure the nation's level of teacher and student victimization, the 1991 *Goals Report* included data from the NCES *Schools and Staffing Survey*, and the University of Michigan's *Monitoring the Future Survey*. Information reported included: threats and injuries (with and without weapons); theft/vandalism of property; and teachers' beliefs about their safety at school.

Sample Questions in Those Surveys For Students:
— During the last 12 months, how often has something of yours been stolen while you were at school?

— During the last 12 months, how often has someone deliberately damaged your property (car, clothing, etc.) while you were at school?

— During the last 12 months, how often has someone injured you with a weapon (like a knife, gun, or club) while you were at school?

— During the last 12 months, how often has someone threatened you with a weapon, but not actually injured you, while you were at school?

— During the last 12 months, how often has someone injured you on purpose without using a weapon, while you were at school?

— During the last 12 months, how often has an unarmed person threatened you with injury, but not actually injured you while you were at school?
(At school was classified as: inside school, outside school, or on a schoolbus.)
(Choices given were:
- *Not at all*
- *Once or more)*

Sample Questions in Those Surveys For Teachers:
— How safe do you feel in the school building both during school hours and after school hours?
(Choices given were:
- *Safe*
- *Moderately safe*
- *Moderately unsafe*
- *Unsafe)*

— In the last 12 months, has a student from your school threatened to injure you? physically attacked you?

— In the last 4 weeks, has a student from your school verbally abused you?

Suggestions for Local Goals Report Data

• Develop similar surveys for students and teachers in your community with the assistance of the local school district(s), local and/or state education agencies, and teacher representatives.

• Contact officials from your local and/or state department of education and higher education institutions' research departments to design, develop, and disseminate a local survey to assess the involvement of the community in ensuring that schools are able to offer a safe learning environment.

■ Student Drug Use

How common is drug use among students when they are not on school grounds?

Have schools developed a comprehensive drug education program?

How involved are communities with that effort?

Data Reported by the National Education Goals Panel

To measure student drug use, the Panel used data from the University of Michigan's *Monitoring the Future Survey*. The 1991 *Goals Report* included information on the percentage of high school seniors who had used various drugs during the past 30 days.

Sample Questions:

— During the last 30 days, on how many occasions (if any) have you: (1) consumed alcohol; (2) used marijuana; (3) taken any illegal drug; (4) used cocaine?
(Choices given were:
– 0 occasions
– 1 or more occasions)

Suggestions for Local Goals Report Data

• Add the questions listed above to your student drug survey.

• Contact your state department of education or drug prevention agency to inquire about available data on the success rates and quality of drug education programs in your community.

• Include questions in the community survey suggested earlier that would gauge whether community members are aware of the district(s)' drug education program and whether they have become actively involved in those efforts.

■ Discipline in Schools

How orderly are schools, as measured by the existence and enforcement of school policies on discipline, truancy, and tardiness?

Data Reported by the National Education Goals Panel

Using data from the Teacher Survey of the 1988 *Schools and Staffing Survey* as well as the University of Michigan's *Monitoring the Future Survey*, the Goals Panel reported on teacher reports of control over their classrooms and recent student truancy rates.

Sample Questions in Those Surveys For Teachers:

— At school, how much control do you feel you have in your classroom over disciplining students?
(Choices given were a scale from 1-6, with 1 being no control and 6 being complete control.)

For Students:

— During the last four weeks, how many whole days of school have you missed because you skipped or "cut" class?
(Choices given were:
– None
– 1 day or more)

— During the last four weeks, how often have you gone to school but skipped a class when you weren't supposed to?
(Choices given were:
– Not at all
– 1 or more times)

Suggestions for Local Goals Report Data

• Contact your local school district(s) for data on local truancy rates.

• Add the types of questions listed above in a part of the survey suggested earlier for teachers in your area.

For More Information

At-School Drug Use
University of Michigan
Institute for Social Research
Room 2030
Ann Arbor, MI 48106

Source: Monitoring the Future Survey, 1990

Availability of Illegal Drugs
Bureau of Justice Statistics
National Branch
Washington, DC 20531

Source: School Crime Supplement to the National Crime Survey, 1989

School Safety/Victimization and Vandalism
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: Fast Response Survey, 1991

University of Michigan
Institute for Social Research
Room 2030
Ann Arbor, MI 48106

Source: Monitoring the Future Survey, 1990

Student Drug Use
University of Michigan
Institute for Social Research
Room 2030
Ann Arbor, MI 48106

Source: Monitoring the Future Survey, 1990

Centers for Disease Control
Division of Adolescent and School Health
1600 Clifton Road
Mail Stop K33
Atlanta, GA 30033

Source: Youth Risk and Behavior Surveillance System, 1990

Discipline in Schools
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208

Source: Schools and Staffing Survey, 1988

Truancy
University of Michigan
Institute for Social Research
Room 2030
Ann Arbor, MI 48106

Source: Monitoring the Future Survey, 1990